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ABSTRACT

Under federal funding and with assistance from the Choctaw Indian Tribe, Mississippi State University has developed a teacher training program for Choctaw students who are majoring in elementary education. Students who take courses in the bilingual/bicultural education curriculum obtain knowledge and skills in the following areas: (1) development and construction of teaching materials in a language other than English; (2) knowledge of syntax and grammar of a second language (in this program, Choctaw is the target language); (3) teaching methodology for teaching English as a second language; (4) an appreciation of cultural and language differences of people and the contribution of these differences to our society; and (5) the law and bilingual education in this country. (JD)

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COMPREHENSIVE EXPLANATION AND ANALYSIS OF THE BILINGUAL/BICULTURAL TEACHER TRAINING PROGRAM AT MISSISSIPPI STATE UNIVERSITY

I. Description and Development of the Project

Mississippi State University has been involved in the area of bilingual/bicultural teacher training since September, 1974. In 1974-75, under a subcontract to Mississippi State University from the Choctaw Tribe ($44,263.00), the University provided teacher training for 12 Choctaw students who were majoring in Elementary Education from the United States Office of Education to facilitate the development of a curriculum in bilingual/bicultural education. Thirteen (13) courses in the area of bilingual/bicultural education were developed and received approval by the University. In 1976, the University received from the United States Office of Education a $125,000.00 grant in Bilingual/Bicultural Teacher Training and approval of a three-year funding period which ends in June, 1979. A copy of the four-year bilingual/bicultural teacher training program is appended. The courses which compose the bilingual/bicultural curriculum are as follows:

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AN 1103 Introduction to Anthropology
FL 1113 Introduction to Choctaw Language and Culture I
FL 1123 Introduction to Choctaw Language and Culture II
FL 1133 Intermediate Choctaw Language and Culture I
FL 1143 Intermediate Choctaw Language and Culture II
FL 2131 Choctaw Language Practicum
FL 2113 Choctaw Literacy and Composition
FL 2123 Choctaw Structure
EN 2423 Descriptive English Grammar
EDF 3323 Introduction of Bilingual/Bicultural Education
EDE 3523 Fundamentals of Reading for the Bilingual/Bicultural Classroom
EDE 3533 Diagnositc Reading Instruction for the Bilingual/Bicultural Classroom
EPY 3223 Application of Educational Psychology Principles in Bilingual/Bicultural Classrooms
EDE 3516 Preparation of Bilingual/Bicultural Materials and Practicum
AR 4553 Southeastern Ethnohistory
AN 4403 Introduction to Linguistics
EN 4433/6433 Teaching English as a Second Language
EDA 8373 School/Community Relations in a Bilingual Setting

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The Current grant provides a monthly stipend to students enrolled in the program as well as coverage of tuition, books, fees, and related University costs. The total number of Choctaw students participating in the program is 38 (i.e., 5 full-time

students living on campus and 33 students taking courses through the on-site (Choctaw Reservation) program). The grant also pays one-half the tuition costs of teachers, currently employed in the Choctaw Schools, who take courses in bilingual/bicultural education.

Two committees have been formed to facilitate the further development of bilingual/bicultural education at both the University and the Choctaw Reservation. The BILINGUAL/BIUCLTURAL TEACHER TRAINING COMMITTEE provides the administrative structure for the on-site (Choctaw Reservation) teacher training program. It is composed of the following members: Neil Amos, Mike Charleston, Abbie Gibson, Patricia Kwachka, and Carolyn Reeves representing the University, Jimmie Lee Gibson, and Bobby Thompson representing the BIA (Bureau of Indian Affairs), Mary Comans, Edmond Lewis, Margaret Pickens, Bob Posey, and Kennith York representing the various Tribal educational programs, and Calvin Isaac, Chief of the Choctaw Tribe. The University committee, the BILINGUAL/BICULTURAL EDUCATION ADVISORY COMMITTEE, is composed of the following members: Neil Amos, Douglas Colston, Laland Fager, Bill Foster, Charles Lowery, Pat Posey, Carolyn Reeves and Wayne Shelton representing various adminstrative divisions at the University, and Kennith York representing the Tribal educational programs on the Choctaw Reservation. The University committee provides the administrative structure for efficient supervision of the program at the University.

II. Objectives and Goals of the Project

The major purpose of the grant is to provide training in the area of bilingual/bicultural education for students desiring to work with bilingual children upon receipt of the B. S. degree. The degree is in Elementary Education with three areas of concentration: Bilingual/Bicultural Education, English, and Social Studies. A secondary purpose of the grant is to provide training for currently employed personnel in bilingual schools (Choctaw Reservation schools) in the area of bilingual/bicultural education. The training can be either inservice training or college credit training.

Specifically stated, the Objectives of the Project are as follows:

1. To implement the newly developed curriculum in bilingual/bicultural education within the Department of Elementary, Secondary, and Special Education.
2. To pilot test teaching methodology and content of the newly developed curriculum in bilingual/bicultural education.
3. To aid the attainment of a Class A Teacher's Certificate for 18 Choctaw students participating in either the campus program of the on-site (Choctaw Reservation).
4. To aid the attainment of nine semester hours in bilingual/bicultural education for five currently employed classroom teachers.
5. To provide on-site (Choctaw Reservation) bilingual/bicultural teacher training for teachers, aides, and administrators working in grades K-6; college credit will be granted to participants enrolled in the program.
6. To develop and implement an administrative structure for conducting and co-ordinating bilingual/bicultural teacher training activities at both the University and at the Choctaw Reservation.
7. To establish a carreer ladder for currently employed Choctaw aides in the Choctaw Schools who desire to pursue a Bachelor's degree in Elementary Education with an emphasis in Bilingual Education.
8. To develop competency-based instruction in at least two courses contained in the newly developed curriculum in bilingual/bicultural education.
9. To develop a Bilingual Education Resource Center to be used by faculty, Choctaw students, and BECOM staff involved in bilingual/bicultural education programs.
10. To acquire space on the Choctaw Reservation to house bilingual staff from the University while working on-site.
11. To determine whether or not it would be feasible to develop graduate-level courses in bilingual education.
12. To continue to conduct short workshops and seminars in bilingual/bicultural education for Choctaw school personnel, as needed.
13. To work toward recognition by the state legislature that bilingual/bicultural education is a viable educational program needing support from the state government.

The objectives listed above have enhanced the teacher education program at Mississippi State University. The goals and objectives of the Bilingual/Bicultural Teacher Training Project have made faculty and students and Mississippi State University aware of language and cultural differences of people living in Mississippi and has helped them to appreciate the rich cultural heritage of the Choctaws in Mississippi. A major contribution to teacher education at Mississippi State University has been the realization that different methodologies and techniques are applied when working with children whose first language is not English. The staff and Choctaw students involved in the Bilingual/Bicultural Teacher Training Project

are invited frequently to speak to University classes about bilingual/bicultural education.

II. Personnel Involved in the Project

The Director of the grant is Dr. Neil G. Amos, and the Co-Director is Dr. Carolyn Reeves. Other personnel working with the grant are: Ms. Patricia Kwackha, linguist, Ms. Abbie Gibson, Choctaw language specialist, and Mr. Mike Charleston, curriculum specialist. The University staff works closely with the Director of BECOM (Bilingual Education for Choctaws of Mississippi), Mr. Edmond Lewis, who is housed at the Choctaw Reservation and who directs the bilingual education program that is conducted in the Choctaw schools. Mr. Kennith York, Director of the Division of Education for the Choctaw Tribe, Dr. Robert Scott, measurement and evaluation specialist, and Mr. Calvin Isaac, Chief of the Choctaw Tribe, hold adjunct rank with the University but do not receive pay from the University. Their adjunct-rank status permits them to teach and/or team teach courses in bilingual/bicultural education which are offered on the Reservation each semester.

IV. Budget

1978-79 Budget

item	Project Amount	University Amount	Total Amount
I. Salaries	$66,573.00	$12,279.20	$78,852.20
II. Employee Benefits	10,651.69	1,964.67	12,616.35
III. Travel	2,698.40	2,000.00	4,698.40
IV. Supplies	590.00	500.00	1,090.00
V. Resource Center	400.40	500.00	900.40
VI. Computer Time	19.50		19.50
VII. Evaluation Costs	1,490.00	400.00	1,890.00
VIII. Teacher Training Costs	33,317.00		33,317.00
Indirect Costs	9,259.20		9,259.20
TOTAL PROJECT FUNDS	$124,999.18		
TOTAL FUNDS CONTRIBUTED BY UNIVERSITY TO LINE ITEMS		$17,643.87	
TOTAL FUNDS CONTRIBUTED TO LINE ITEMS			$142,643.05

INDIRECT COSTS CONTRIBUTED BY UNIVERSITY	1,185.33	1,185.33
TOTAL FUNDS CONTRIBUTED BY UNIVERSITY	$18,829.20	
TOTAL AMOUNT AVAILABLE TO THE PROJECT		$143,828.38

V. Contributing to the Improvement of Teacher Education

The Bilingual/Bicultural Teacher Training Project has expanded the opportunities for students majoring in Elementary and Secondary Education. Students who take courses in the bilingual/bicultural education curriculum obtain knowledge and skills in the following areas: a) development and construction of teaching materials in language other than English; b) knowledge of syntax and grammar of a second language (i.e., Choctaw or the target language); c) teaching methodology for teaching English as a Second Language (ESL); d) an appreciation of cultural and language differences of people and the contribution of these differences to our society; and e) the law and bilingual education in this country.

The faculty in the College of Education have fully supported the Project. They are eager to learn about the Choctaws in Mississippi. Every semester the staff of the Bilingual/Bicultural Teacher Training Project and Choctaw students on campus are invited to speak to various University classes about the Project.

VI. Evaluation Methods and Results

The Project is evaluated by two outside Evaluators twice a year. The Evaluators visit the campus and the on-site (Choctaw Reservation) programs. They interview faculty and students involved in the Project and write recommendations for further development. Their reports are filed with the U. S. Office of Education.

In summary, the following recommendations should be considered when planning a similar program.

1) The program should be an integral part of a Department of Elementary and Secondary Education and the University.
2) The director(s) of the program should be totally committed to the establishment of the Project.
3) There should be student and parental involvement from the target group (e.g., Choctaw) with regard to decisions.

4) There should be a faculty or staff development component to the Project so that other faculty in the College of Education can become knowledgable in the area.

5) Native speakers of the target language need to be hired by the University.

Curriculum in Bilingual-Bicultural Elementary Education

1. Catalogue Description

The purpose of the bilingual-bicultural elementary education curriculum is to prepare students for teaching in bilingual-bicultural elementary schools. Courses for this purpose are offered on the undergraduate level.

Students majoring in elementary education can select courses which will give them one area of concentration in bilingual-bicultural education; the other two areas of concentration will be English and Social Studies. Courses for a concentration in bilingual-bicultural education include courses specific to the language group the student is preparing to teach.

Freshman Year

1st Semester		2nd Semester	
Biological Science	3	Biological Science	3
English Composition	3	English Composition	3
MA 1013 Math for Teachers	3	MA 1023 Math for Teachers	3
★AN 1103 Introduction to Anthropology	3	CO 1003 Oral Communications	3
HI 1053 American Civilization	3	HI 1003 Modern World Civilization	3
	15	★EDF 3323 Introduction to Bilingual-Bicultural Education	3
			18

Sophomore Year

★FL 2113 Choctaw Literacy and Composition (or equivalent in target language)*	3	★FL 2123 Choctaw Structure (or equivalent in target language) *	3
Literature	3	Literature	3
Physical Science	3	Physical Science	3
EPY 1053 Human Growth and Development	3	EDE 4433 Language Arts	3
EDE 1413 Art for Children	3	★AR 4553 Southeastern Ethnohistory	3
EDE 4413 Elementary School Arithmetic	3	HE 2813 Child Development	3
	18		18

Junior Year

1st Semester

PE 3233 Health Education	3
★ EDE 3523 Fundamentals of Reading for the Bilingual-Bicultural Classroom	3
EDE 4423 Teaching Children's Literature	3
★ EN 2423 Descriptive English Grammar	3
MUE 2513 Public School Music	3
EPY 2123 Principles of Educational Psychology	3
	18

2nd Semester

EPY 4313 Measurement and Evaluation	3
EDE 5443 Science for Children	3
EDE 4453 Introduction to Early Childhood Education	3
EDE 4443 Social Studies in the Elementary School	3
★ EN 4433 Teaching English as a Second Language	3
★ AN 4403 Introduction to Linguistics	3
	18

Senior Year

(in target community)

★ EDE 3516 Preparation of Bilingual-Bicultural Materials and Practicum (Language Arts, Reading, English as a Second Language, Social Studies, Science, Math, Audio-Visuals)	6
★ EPY 3223 Application of Educational Psychology Principles in Bilingual-Bicultural Classrooms	3
★ EDE 3533 Diagnostic Reading Instruction for the Bilingual-Bicultural Classroom	3
	12

(Practice teaching in target community)

EDE 3416 Teaching Elementary School	6
EDE 3423 Principles of Teaching in the Elementary School	3
EDE 3473 Methods of Early Childhood Education	3
★ Elective (Bilingual Education)	3
	15

* 4 semesters of Choctaw (or the target language) for non-speakers. The Choctaw courses are FL 1113, FL 1123, FL 1133, FL 1143. [Non-speakers who take four semesters of the target languages will not be required to take literacy and structure courses in that language.]

1 hour practicum in Choctaw language for non-speakers (during the senior year in target community, if target language is Choctaw [FL 2131]).

★ Courses which make up the Bilingual Education Curriculum

SUMMARY OF THE BILINGUAL/BICULTURAL
TEACHER TRAINING PROGRAM AT MISSISSIPPI STATE UNIVERSITY

The Bilingual/Bicultural Teacher Training program at Mississippi State University is a four-year program. Upon completion of the program, students will receive a B. S. degree in Elementary Education with a major area of concentration in bilingual/bicultural education and two minor areas of concentration in English and Social Studies. The four-year program was developed specifically to train Choctaw pre-service teachers or aides and other personnel working in Choctaw schools to work effectively in a bilingual/bicultural program. However, the program is flexible enough so that other language groups (i.e., Seminole, Spanish, Creek, Chinese, French, etc.) could enter the program and receive training that would meet the needs of the bilingual population with whom they would be working upon completion of the B.S. degree.

During 1975-76, thirteen <u>new</u> courses were developed and approved by the University to train teachers and aides to work in bilingual programs or schools. These courses are:

EDE 3523 Fundamentals of Reading for the Bilingual/Bicultural Classroom
EDE 3533 Diagnostic Reading Instruction for the Bilingual/Bicultural Classroom
FL 2113 Choctaw Literacy and Composition
FL 2123 Choctaw Structure
FL 1113 Introduction to Choctaw Language and Culture 1
FL 1123 Introduction to Choctaw Language and Culture 2
FL 1133 Intermediate Choctaw Language and Culture 1
FL 1143 Intermediate Choctaw Language and Culture 2
EDE 3516 Preparation of Bilingual/Bicultural Materials and Practicum
EDF 3323 Introduction to Bilingual/Bicultural Education
EDA 8373 School/Community Relations in Bilingual/Bicultural Settings
EPY 3223 Applicaiton of Educational Psychology Principles in Bilingual/Bicultural Education
FL 2131 Choctaw Language Practicum

In addition to the above courses, five existing courses were adopted for inclusion in the bilingual/bicultural education curriculum. The courses are:

AN 1103 Introduction to Anthropology
AN 4553 Southeastern Enthonohistory
AN 4403 Introduction to Linguistics
EN 4433/6433 Teaching of English as a Second Language
EN 2423 Descriptive English Grammar

Students completing the four-year program meet certification requirements in the

State of Mississippi for the Class A Elementary Teacher's Certificate. The four-year bilingual/bicultural teacher training program is designed so that monolingual college students desiring training in bilingual education can participate in the program. Bilingual students completing the program will have received 42 semester hours in bilingual/bicultural education , and monolingual students completing the program will have received 49 semester hours in bilingual/bicultural education (monolingual college students take seven additional hours of the target language).

The major categories of adacemic preparation included in the bilingual/bicultural education curriculum are: native language proficiency, linguistics, English as a Second Language (ESL), cultural awareness, bilingual/bicultural education methodology and theory, and assessment and evaluation procedures in bilingual/bicultural education. With the exception of two courses, EDA 8373 and EN 4433/6133, all of the courses are undergraduate courses.

A team-teaching approach is utilized in teaching courses included in the bilingual/bicultural education program. In teaching courses, a native speaker of the target language (Choctaw) is teamed with a person whose native language is English. The University teaching staff includes two Choctaw members and two non-Choctaw members. However, native speakers of the Choctaw language, who work on the Choctaw Reservation, frequently team with a University staff member to teach courses.

The Bilingual/Bicultural Teacher Training Program at Mississippi State University has two training components: a campus program and an on-site (Choctaw Reservation) program. Students who participate in the campus program are full-time students and receive a stipend. Through their junior year, the majority of their courses are on campus, with intermittent field-based experiences (Choctaw Reservation). The Fall Semester of their senior year is spent entirely in the target community (Choctaw Reservation) where they work under the direct supervision of the school personnel responsible for implementing bilingual education. They receive fifteen semester hours of credit for the semester during which they construct teaching materials in the target language (Choctaw) in all content areas, pilot test materials in the target (Choctaw) classrooms and conduct

surveys in the target (Choctaw) Comminity. During the Spring Semester of the Senior year, their practice teaching experience occurs in the target (Choctaw) schools.

Students who participate in the on-site (Choctaw Reservation) program are Choctaw teacher aides employed by the Choctaw Schools. They are given release time one day a week to take college classes offered on the Reservation through the Bilingual/Bicultural Teacher Training Program at Mississippi State University. They may take as few as 3 semester hours or as many as 12 semester hours during a semester. The aides who take 12 semester hours each semester should receive a B.S. degree in Elementary Education at the end of four years, just as if they had been on the campus. Their program is almost totally field-based.